



Te Kunenga ki Pūrehuroa Massey University

Draft Curriculum Framework

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Introduction

This *draft* Massey University Curriculum Framework contains proposals which:

- reiterate the knowledge, competencies and skills that we seek for our graduates
- articulate the philosophy on which our curriculum is based
- define the principles which underpin our curriculum
- outline the processes by which our curriculum will be managed and reviewed.

It is designed to be used by programme leaders and staff engaged in the design of new programmes (qualifications) and courses, and in the management and continuous improvement of our academic offer. It seeks to build upon the excellent foundation we have established here at Te Kunenga ki Pūrehuroa Massey University, acknowledging our excellent and award-winning teachers and our longstanding innovation in the flexible design and delivery of teaching. We need to continue this momentum of innovation to ensure that we are meeting the expectations of 21st century students and developing and supporting the next generation of excellent teachers and, finally, that together, we celebrate our collective teaching endeavour.

The introduction of this Framework supports a holistic, systematic, and embedded approach to improving the student experience and student outcomes so that every student can achieve their learning goals. It acknowledges that the multiple challenges facing universities (amongst others, responding to changing student demographics, an increasing diversity of educational providers and pathways, the digital and Generative Artificial Intelligence (GenAI) revolution, shifting government policy, and increasingly complex global issues) cannot be met by doing things the way we have always done.

Our curricula, the ways in which they are organised, and the quality of the educational experience, should sit at the heart of why students choose to study at Massey. We need to think boldly about what we do and how we do it so that we can ensure our ongoing sustainability, and we need to do this systematically across the university, in ways that acknowledge the need for discipline flexibility and academic agency.

The University is committed to the implementation of the principles and guidelines proposed within this document. Academic staff within our Colleges, Schools and programmes will lead the application of this framework by interpreting and implementing it in ways that are consistent with the University, College plans, and the teaching philosophies of the disciplines.

Strategic alignment

The [Massey University Strategy 2022-2027](#) sets high-level expectations for how learning and teaching takes place at Massey:

Our point of difference is our flexible and wide-reaching learning and teaching opportunities, informed by world-leading research, and conducted in partnership with community, other universities, research partners and entities and industry. By strategically investing in boosting digital capability, added-value face to face educational opportunities, and disciplinary research excellence, we will strengthen the relationship between research and teaching for national and international impact. (Massey University Strategy, p.6),

and

Our programmes are flexible, accessible, research-led, informed by the best local and global experience, and have international standing. Our students will experience world-class learning that recognises their intellectual and cultural strengths, expands their horizons, and prepares them to contribute to a rapidly transforming Aotearoa New Zealand and world with scholarship, knowledge, critical and creative thinking skills, innovation, and leadership. We will integrate curricula, pedagogy and digitally supported learning environments to support our students' learning journeys. (Massey University Strategy, p. 7)

Paerangi, our Learning and Teaching Plan builds on this further, as it

... informs how learning is planned, designed, delivered and supported. It speaks to our intent to place the student at the heart of what we do, and is manifested through our desire for graduates who have developed ethical and critical skills, comprehensive discipline knowledge, and the interpersonal, cultural and entrepreneurial attributes and desire for learning required for resilient futures as citizens of Aotearoa New Zealand and the Pacific, and as global citizens. (Paerangi, 2023, p.6)

Paerangi places the student at the centre of a values framework with four focus areas:

1. To meet our Tiriti o Waitangi commitments
2. To deliver excellent learning experiences
3. To work with students as partners
4. To invest in development and capability

Figure 1 How Anga Paerangi (values framework) informs our practice



The Massey University Graduate Profile

A graduate profile reflects the core body of knowledge, and the skills and attributes that our expert academic staff, represented by our peak academic governance body (the Academic Board) consider to be the central and defining features of a graduate of a university – in our case, for Massey University. By way of context, the Massey University Graduate Profile was consulted on extensively with the Massey University community prior to its approval by Academic Board and the University Council in late 2023. The Graduate Profile describes the distinctive nature of a Massey University graduate:

Massey University graduates are well-prepared for the future as citizens of Aotearoa New Zealand, the Pacific, and as global citizens. They possess critical discipline knowledge, interpersonal and social skills, an enterprise mindset, and a strong desire for lifelong learning. These graduates are adept at operating in culturally and ethically respectful and sustainable ways. They have a deep understanding of Te Tiriti o Waitangi and its relevance in contemporary Aotearoa New Zealand, and they are skilled at integrating this knowledge into their professional practice.

Our Graduate Profile identifies eight attributes which are arranged into three themes:

Table 1 Attributes which form the Graduate Profile

Theme 1: Scholarly	
Attribute	Expressed through
Disciplinary knowledge and skills	A comprehensive understanding of the graduate's field of study, including the research and critical information literacy skills necessary to find, interpret, critically evaluate and apply information and generate new knowledge in inter-disciplinary, bi-cultural, and global contexts.
Creativity and innovation	The application of practical, applied, creative and critical thinking and decision-making skills to achieve shared goals, alongside the leadership and teamwork skills necessary for effective collaboration and innovation.
Resilience and adaptability	Resilience, flexibility and adaptability to recognise that learning is a process, and that growth comes from preparation, hard work and overcoming setbacks.
Theme 2: Cultural	
Cultural awareness	Acknowledgement of diverse forms and traditions of knowledge with an understanding of the associated responsibilities in their respective disciplines in order to engage with diverse communities safely and with integrity.
Māori knowledge and understanding	Respect the place of Mātauranga Māori, Kaupapa and Tikanga Māori and Te Reo Māori.
Theme 3: Social	
Social responsibility	Proactive engagement with local communities, iwi and hapū to contribute to the development of solutions to local and national challenges using evidence-based, approaches and constructive action for the common good.

Communication and collaboration	Verbal, written, digital and interpersonal skills to communicate effectively with in diverse situations and in both bi-cultural and globalised contexts.
Global engagement	Application of entrepreneurial thinking, discipline knowledge and practical skills to the development of solutions for global challenges to social, cultural, indigenous, economic and environmental sustainability.

All programmes of study need to support students’ attainment of these attributes. The document approved by Academic Board in October 2023 also provides design expectations as guidance for how our curricula can do this (see [Appendix A](#)).

Curriculum design philosophy and principles

Philosophy

The overarching philosophy informing this Curriculum Framework is ‘constructive alignment’ (Biggs, 1996). Biggs has coined this term to describe how the curriculum could be stated as a series of clear objectives and that teaching, learning, and assessment would then align to the achievement of those objectives:

Constructively aligned teaching is likely to be more effective than unaligned because there is maximum consistency throughout the system. ...All components in the system address the same agenda and support each other. The students are ‘entrapped’ in this web of consistency, optimizing the likelihood that they will engage the appropriate learning activities (Biggs, 1999)

The optimal conditions for student learning are achieved by defining effective and appropriate learning outcomes and using these to *align* the assessments, learning resources and teaching activities within the programme, thus ensuring all components of the programme are in support of students achieving the learning outcomes. “In a good system, all aspects of teaching and assessment are tuned to support high level learning, so that all students are encouraged to use higher order learning processes. ‘Constructive alignment’ (CA) is such a system. It is an approach to curriculum design that optimises the conditions for quality learning” (Biggs, 2003).

Principles

Curriculum design principles are the foundation upon which all undergraduate and postgraduate taught qualifications should be built. They ensure that all students enrolled in a taught qualification at Massey have similar opportunities and experiences, regardless of qualification or the mode of study. Informed by evidence in the literature, applying these principles in ways appropriate to the discipline should lead to an increase in the quality of student learning. Taking a systematic approach is key to achieving this consistency of quality and Biggs (1999), reminds us that:

Learning outcomes are determined by a whole complex of factors ... All these factors affect each other, forming an interactive system. Any system, such as an eco-system has to be understood as a whole. Components have to be considered as they affect each other, not as acting separately or additively.

It follows, then, that the successful incorporation of the principles below cannot be piecemeal. Achieving maximum impact is dependent on a wide range of institutional practices, processes and culture, requiring systematic and systemic adoption, if they are to be authentically and meaningfully embedded. These principles seek to deliver consistency, quality and engagement for students, while

retaining academic agency and choice, supporting the teaching-research nexus (or research-led and research-informed teaching), and minimising costly and inefficient ‘workarounds’.

A programmatic approach to design¹

Discipline knowledge, assessment design, pedagogies and co-curricular skills development should be planned and scaffolded across the qualification. To ensure that students have the best possible opportunity to achieve the Graduate Attributes, carefully structured cores form the major component of any qualification. The design of these should be informed by teacher expertise and current discipline and pedagogical research, responsive to evidence of current student demand and/or future demand trends, and be affordable.

Student centred, inclusive and engaging²

Wherever possible, course design needs to support student agency through opportunities for the choice of learning activities, assessment, and feedback, allowing individuals to explore their own learning goals. Course design needs to include intentionally designed opportunities for students to access support from their teachers, peers, and support services. Courses should be designed to provide learning analytics so that teaching and support staff are able to identify and support student learning needs. And, importantly, the physical and digital spaces in which courses are delivered need to be accessible, inclusive and welcoming, and designed to support a sense of belonging – within the course and programme and at the University.

Academic and co-curricular skills development³

Courses and qualifications should balance the teaching of ‘discipline knowledge’ with the implicit and explicit academic expectations of the University and the wider discipline. All courses need to contain ‘learning how to learn’ elements that are appropriate to the course’s place in a programme of study. This recognises the extensive body of literature which shows that the most effective way to support student learning is by aligning overt academic skills development with course-level assessment, ensuring that this is scaffolded, contextualised, and reinforced across qualifications, not simply included in a single course or teaching module.

A focus on assessment for learning⁴

Assessment should be planned at the qualification level to ensure that students focus on learning as well as performance. By way of a principled way of proceeding, assessment approaches should recognise that students learn and demonstrate knowledge in different ways. Assessment approaches should, then, be constructively aligned to the course and programme outcomes, and they should also be appropriate to the resources available at the University.

¹ Programmatic approaches to curriculum design improve student academic outcomes (Biggs, 2003, Knight, 2001, Matthews & Mercer-Mapstone, 2018), motivation (Hodaeian & Bira, 2015) and skill development (Ruge & McCormack, 2017).

² Student agency (the capacity for students to act independently and make their own choices) positively affects student outcomes (Stenalt & Lassesen, 2021). Inclusive environments and ‘belonging’ improve student retention (Earl, 2020, Tinto, 2017).

³ Embedded approaches to student support have been shown to improve undergraduate (Maldoni & Lear, 2016, Kift, 2023) and postgraduate (Bunney, 2017) student outcomes.

⁴ Assessment for learning is where students, teachers and peers reflect on and respond to feedback in ways that enhance learning (Klenowski, 2009). The approach has been shown to positively impact student motivation, self-regulation and meta-cognition (Schellekens, 2021) and the development of evaluative judgment (Boud, 2021). Programmatic approaches and variety of assessment methods supports belonging (Tai, Ajjawi, & Umarova, 2024). Constructively aligned assessment supports deep learning (Biggs, 2003).

Authentic and connected to research⁵

Curricula will provide opportunities for authentic learning experiences that promote students' employability through activities such as transdisciplinary and capstone experiences, research projects, industry placements and community internships. Student engagement with research will also reflect a research-teaching nexus that recognises that this engagement takes multiple forms, can be both teacher-led and student-led, ranges from 'learners as participants' to 'learners as audience' (Dietis, 2023) and will vary according to the student's level of study.

Supported by effective teaching⁶

Teaching staff are recognised for their expertise and excellence, and are equipped to design, develop, and deliver content, teaching, and learning support in ways that are appropriate to our diverse student cohorts, the contexts in which our students are studying, and how students now learn. Automated systems should support academic staff to offload routine or repetitive tasks associated with facilitation and administration, freeing up their time to develop (where necessary) the digital and other skills necessary for 21st century teaching, as well as time for critical reflective practice and engagement with professional development and our communities of practice.

Modality

It is proposed here that course design, facilitation, and the expectations of student behaviour in courses should align with the mode of delivery. The course descriptors (Table 2, below) approved by Academic Committee in April 2024, provide further guidance here.

Table 2 Massey University course descriptors

Descriptor	Mode
Internal The main learning activities involve regularly scheduled activities on campus or at another location. Attendance is expected and may be compulsory. Supplementary learning materials for self-directed study are shared online. Assessments may be conducted online or on campus.	Internal
Internal and online The learning activities involve similar amounts of non-scheduled online and scheduled on-campus activities. Attendance is expected and may be compulsory. Supplementary learning materials are shared online. Assessments may be conducted online or on campus.	Internal
Block The main learning activities are held on campus or at another location. They are delivered during an intensive period of compulsory all-day attendance over one or	Internal

⁵ Work-integrated and authentic learning experiences support the development of university students' employability skills, self-efficacy, and job readiness (Cheng, Armatas & Wang, 2021, Jackson & Bridgstock, 2021). Transdisciplinary learning supports improved student outcomes by enhancing knowledge integration, problem-solving skills, and collaborative abilities (Baumber, 2022, Baumber, Kligyte, Bijl-Brouwer & Pratt, 2019).

⁶ Teaching quality has a significant effect on student academic achievement (Hattie, 2009), with engagement with students and instructional quality being two of the most important factors influencing student success (Condon, Iverson, Manduca, Rutz, & Willett, 2016). Increasingly blended teaching practices mean that teaching staff need more support and professional development (Matear, 2021, EY, 2023).

more blocks of time ⁷ . Supplementary materials for self-directed study are shared online. Assessments are conducted online or on campus.	
Distance The learning activities mainly occur online in your own time. There may also be one or more in-person contact workshops, which may be compulsory. Learning materials for self-directed study are shared online. Assessments are conducted online or during contact workshops.	Distance
Fully online The learning activities occur online in your own time. There may also be one or more short online contact workshops which may be compulsory. Learning materials for self-directed study are shared online. Assessments are conducted online.	Distance
Independent online The main learning activities involve self-directed independent study or research supported online. There may be one or more periods of research on campus or at another location, including fieldwork. Supervisors meet online with students regularly by agreement to guide study and research activities.	Distance
Work-integrated learning The learning experiences mainly involve attendance at a workplace and participation in activities under the supervision of staff in the workplace and overseen by Massey staff. There may also be periods of activities on campus. Supplementary materials for self-directed study are shared online.	Internal or distance

Internal

While internal course offerings will use online resources as part of their delivery, they should also have a significant proportion of scheduled on-campus activity. In other words, courses that are offered internally on-campus need to be designed to make the most of the in-person experience and involve purposeful learning activities and experiences that, in the words of the emerging literature exploring students' attendance behaviours, 'make the trip to campus worthwhile' (Thomas, 2023). While lectures may provide an efficient means of teaching large groups of students, the expectation we need to agree on as a 'baseline assumption' is that all learning events (i.e., lectures, tutorials, workshops, seminars, and so on) are active and interactive experiences for students and teachers alike.

Given our university's strong commitment to advancing equity and access alongside excellence and to supporting a diverse population of students, courses that are offered internally should also provide alternative means of accessing information for those students who miss internal classes, noting that these courses are not principally designed to be primarily delivered in online mode.

Further to the above, the timetabling of internal courses should consider the scheduling of groups of courses from a discipline or programme in ways that support cohort development and promote meaningful time on campus for students and teachers alike. With more demands on their time, students want to optimise their time on campus and, as teachers, we need to continue to be attentive to these shifting expectations. Similarly, teachers want to ensure that they are making the most efficient use of their time spent on in-person teaching and support activities, ensuring time for research and scholarship.

⁷ Blocks are extended periods of in-person engagement, whereas contact workshops tend to be one or two days

Distance

Similarly, courses offered in distance mode (i.e. “Distance”/ “Fully Online”/ “Independent Online”, see descriptors in Table 2) support our ‘world-class global university’ aspirations and must, therefore, be designed in ways which reflect contemporary discipline pedagogies and online learning design research, while also supporting sustainable approaches to teaching, assessment and delivery.

The design and delivery of these courses should also consider that distance students are typically juggling multiple simultaneous demands on their time. As a result, distance students tend to engage with their learning according to unique schedules, which may be completely different to those of our internal cohort. Feedback from distance students tells us of the importance of full access to the course materials from the commencement of a semester, and Universal Design approaches can benefit all students, regardless of their learning mode.

Curriculum architecture

At Massey, we currently have a complex curriculum architecture which means that it can be very challenging for students to easily navigate, for staff to explain and for the wider university, including central services to afford to support. This is particularly acute for students who are seeking study pathways across several disciplines or Colleges. It is also a challenge for students who have left Massey part-way through their studies and who are now seeking to complete their programme and graduate. We need to make this easier for all of us.

The [Massey University Qualification Framework](#) (approved in 2022) remains largely unchanged, except for proposed changes to our comprehensive⁸ undergraduate bachelor’s qualifications.

The structure of the major and minors

At present, there is considerable variation in the structure of our comprehensive degrees and especially of the specialisations within them. This makes it challenging to ensure constructive alignment while also providing students with coherent pathways to achieving the University Graduate Profile.

Therefore, the following is proposed:

- All comprehensive bachelor’s degrees are composed of 24 x 15-credit courses.
- A major is composed of nine specified courses. A double major is composed of 16 courses (i.e. eight from each major).
- A minor is composed of four specified courses.

⁸ Those degrees with nested specialisations such as the BA, BBus, BDes, BSc, etc.

- In addition to the major courses, seven courses are specified as *core* for each degree. These courses are designed to contextualise the major within the wider discipline, and support the achievement of the Massey University Graduate Profile (where this is not embedded within major courses) and may include courses directly aligned to the Graduate Attributes such as courses on foundational disciplinary knowledge and skills, digital fluency and GenAI, Māori knowledge and understanding, Te Tiriti o Waitangi, cultural awareness, communication and collaboration and global engagement, opportunities for work integrated learning, or transdisciplinary and capstone experiences.⁹
- Students may make up the remaining eight courses by taking a second major, choosing from a list¹⁰ of minors, or from a range of elective courses from across the University.

Rationale –staff and student feedback argued strongly for the retention of double majors. The revised proposed approach allows for the retention of majors whilst supporting the need for simple, clear pathways and providing a mechanism for ensuring students can meet the graduate profile without requiring the removal of content from the major courses. The retention of minors was deemed essential in some disciplines – this approach facilitates that while also supporting more coherent pathways that will facilitate better management and support.

NOTE: In recognition of the current resource-constraints affecting the University, it is proposed that changes to the structure of our comprehensive qualifications are aligned with the qualification review process and implemented as part of the standard qualification review cycle.

Curriculum Management

Curriculum mapping

Since its development in compulsory education in the 1980s, curriculum mapping, that is, a method for showing alignment and coherence between the components of an educational system, has rapidly become the preferred approach for representing the relationship between graduate outcomes, programmes and their component parts. Today, reference to curriculum mapping and constructive alignment will be found on many university webpages and in their advice to teaching staff.

Curriculum mapping shatters the glass ceiling of teaching in isolation. It moves us toward clear communication, meaningful connections, and understanding the power of professional collaboration that truly makes a difference. (Jacobs, 2004)

In our experience, curriculum mapping provided a method to not only align and articulate the curriculum, but also a way to foster collaboration and collegiality of those participating in the process. The interaction among participants in this project promoted collaboration and collegiality, allowing the participants to share knowledge and beliefs about teaching and learning. (Uchiama & Radin, 2008)

All programmes will be supported by a set of curriculum maps which provide evidence of the ways discipline knowledge and academic skills are developed, reinforced and assessed across different levels of a qualification.

⁹ Core courses should be shared across qualifications in a discipline or more broadly.

¹⁰ Colleges will determine if minors are available for the qualification, and which courses will make up the minor to support timetabling and a coordinated student experience.

Programme Committees

Curricula are managed by committees comprising of staff teaching into the programme/s or qualification/s, students, and other staff as deemed necessary by the College (this could include staff with responsibility for curriculum management, academic development, or student experience and support, from within the College, or expertise provided by central services.) While the specific composition and terms of reference of the Programme Committee will be determined by the relevant College (for example, larger qualifications may require sub-committees), each Committee will be responsible for ensuring and assuring the quality and coherence of the curricula it oversees. This includes:

- maintaining curriculum maps (that include discipline content; assessments, methods and deadlines, and key assessment authentication points; and academic and co-curricular skills and literacies) and monitoring changes to content and assessments within courses
- considering the addition and removal of courses
- responding to course evaluations, reviews and organisational data and feedback annually.

Programme Committees are expected to report annually to the relevant College Board on the health of the qualification and the courses which comprise it.

New qualifications

Our 'academic offer' or 'academic profile' (i.e., what we teach here at Massey) needs to be seen as dynamic and changing, responsive to student and industry demand, and coupled with and supported by academic staff expertise. This means that we need to appreciate the academic offer as being in a state of fluidity, rather than being fixed and rigid, and that we need to be attentive to the external as well as internal contexts in which we operate. For this reason, and to ensure that a 'whole-of-university' collective accountability lens is applied to planning and managing our academic offer, including resourcing and forward-planning, new qualifications must be supported by a detailed financial business case developed with advice from the Academic Business Development team, and advice and guidance from finance, strategy management and marketing (especially for competitor market analyses). Accordingly, to support this, changes will be made to the current process and forms to ensure that these changes are as smooth as possible in terms of administration.

In addition, new qualifications must be approved by the Senior Leadership Team (or a sub-committee thereof such as the Academic Resource and Planning Working Group, established in June 2023 as part of the [Procedures of the No and Low Enrolments Policy](#)) following approval at College level, and prior to consideration by the Academic Committee. It should be noted that the Senior Leadership Team will be focusing on the economic and strategic viability of new programmes and this step is designed to sit alongside and complement our current academic decision-making processes. It is worth noting that currently, College Pro Vice-Chancellors have delegated authority to determine the viability of business cases for new programmes; this new step in the process seeks to ensure there is a collective and transparent alignment of business decisions and clear alignment between and mutual respect for our academic governance and management decision-making processes.

Those proposals not approved by the Senior Leadership Team in terms of their economic and strategic viability will not progress to the Academic Committee. Again, a simple business case framework and associated scorecard will be developed to ensure that this process does not

Rationale –staff were strongly divided on this proposal. It was noted that a number of qualifications already have some form of oversight committees and that these are helpful in ensuring programme coherence. It is hoped that the additional information here will assuage concerns about academic freedom. In recognition of concerns about additional layers of bureaucracy, a review of current academic governance and approval processes has been commissioned to ensure effective accommodation of these processes.

unnecessarily delay the implementation of new qualifications and that it is not overly onerous for those staff involved.

The proposed new approach outlined above seeks to address the dissonance in our current processes whereby financial and business case planning, and academic decision-making and academic quality assurance, are divorced from one another and pursued as separate workstreams. As noted, the new process will still respect academic autonomy and academic decision-making, informed by good academic governance practices, but we desperately need to connect, align and make more transparent these two 'parallel' processes. All New Zealand universities support both strands of decision-making; to ensure academic agency and voice in the development of new programmes, and to be assured of the financial viability of developing and supporting the academic offer. Aligning the financial and business case development with the academic decision-making and academic quality assurance processes (and vice versa) will ensure that, here at Massey, we can draw on the wide expertise we have while respecting both academic and management responsibilities.

To support this change, a project to develop an appropriate costing model for new courses and programmes, including the ongoing cost of delivery will be undertaken. The development of this costing model will help guide decisions about financial viability, and potential return on investment. Again, this project will sit alongside and complement academic decision-making and academic quality assurance processes and decision-making.

Curriculum quality

Programme Lifecycle Review Process

Systematic approaches to the continuous improvement of all levels of the academic offer are now standard practice across the global higher education sector. Consequently, to ensure a continuous improvement approach to the management of our academic offer, a structured, cyclical approach to course and programme evaluation is proposed here. The Programme Lifecycle Review Process would comprise a series of connected processes at two levels: course level and qualification level. It would outline the actions which need to occur at each level and provide the mechanisms by which these actions take place and are reported, under the oversight of and guidance provided by the Programme Committee.

Course Design Standards

All courses are designed and managed to minimise unnecessary administration and maintenance, and in accordance with the Revised University Learning Quality Guidelines.¹¹

Teaching Expectations

Facilitation is aligned to a University Teaching Expectations model (which outlines teaching responsibilities and articulates with Performance and Development review Planning (PDP) and current academic promotions processes)¹² and supported by a comprehensive suite of teaching development opportunities, coordinated through the University's Teaching Academy and supplemented by local, discipline-based communities of practice.

¹¹ [Learning Quality Guidelines](#) were approved by the Massey University Learning and Teaching Committee in 2019, but remained 'advisory' at best. These will be revised and implemented as part of the implementation of the Curriculum Framework.

¹² Teaching expectations framework to be developed and implemented as part of the implementation of the Curriculum Framework.

Work Integrated Learning (WIL)

Design and delivery of WIL courses is aligned to the expectations of the WIL Quality Guidelines.¹³

Implementation

The full implementation of this Curriculum Framework is an extensive and ambitious undertaking, and although this work will largely occur over the next five-year period, some elements will take significantly longer to implement. Our proposed priorities are listed below. Note that while increasing our Te Reo Māori provision has been agreed to be a medium to long-term goal, Massey remains committed to this vision, and so while not currently part of the Curriculum Framework, including it here signals our belief that it is fundamental to long-term curriculum transformation.

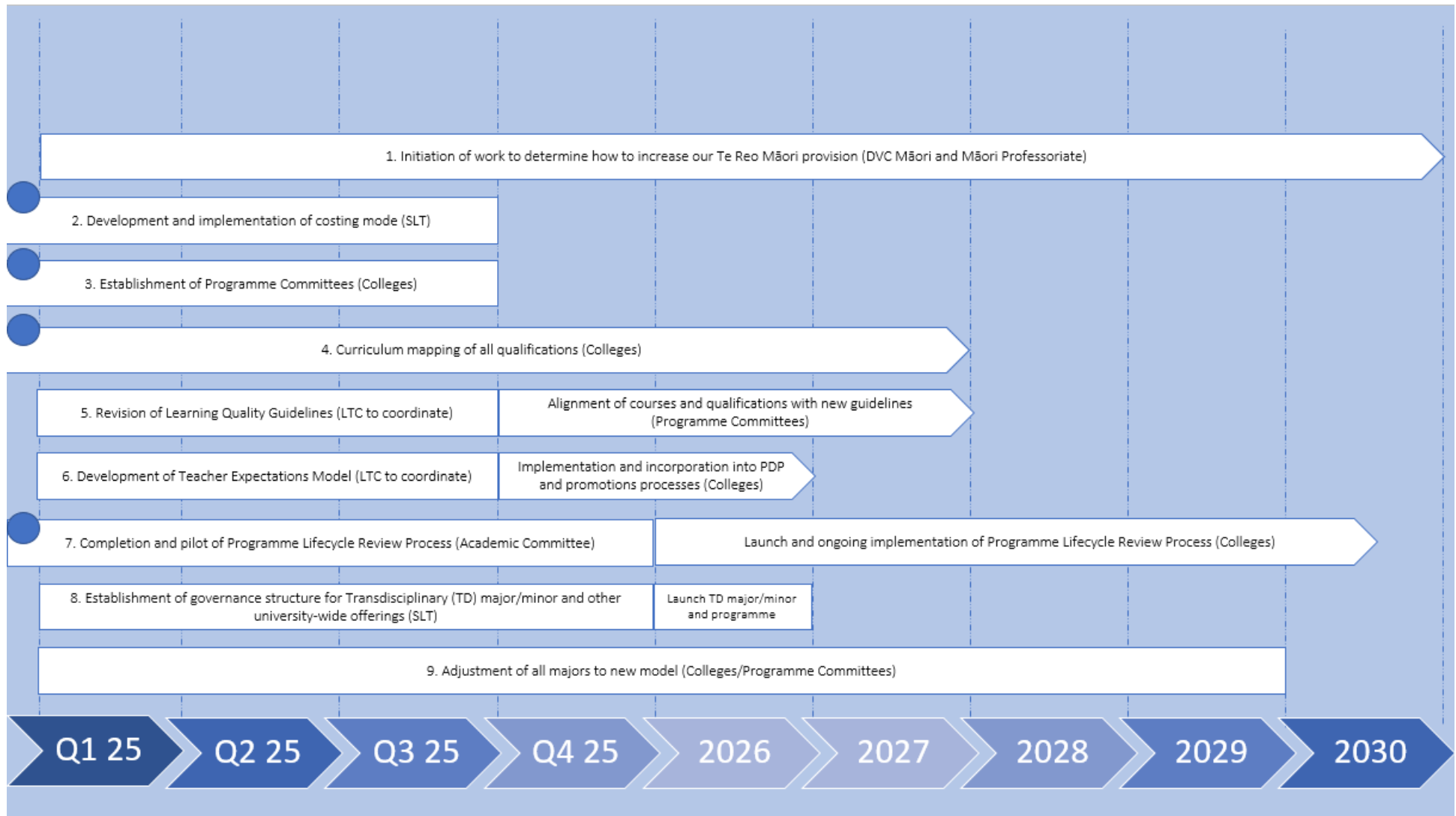
Key priorities

1. Initiation of work to determine how to increase our Te Reo Māori provision.
2. Implementation of the costing model for new courses and programmes.
3. Implementation of Programme Committees.
4. Completion of curriculum maps for all programmes/qualifications.
5. Revision of Learning Quality Guidelines by a working group of expert academic and professional staff.
6. Development of the Teaching Expectations Model by a working group of expert academic and professional staff.
7. Completion and piloting of the Programme Lifecycle Review Process.
8. Establishment of governance structure for Transdisciplinary (TD) major/minor and other university-wide offerings.
9. Adjustment of all majors to new model.

The suggested phasing of these priorities is illustrated below. Initiatives already partially or fully underway are indicated by ●

¹³ This is currently in development by the WIL Working Group under the auspices of Learning and Teaching Committee.

Proposed timeline



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Appendix A: How curricula will support the Graduate Attributes

Table 2 How curricula will support the Graduate Attributes

Attribute	Supported through curricula and initiatives which
<p><i>Disciplinary knowledge and skills</i> A comprehensive understanding of their field of study, including the research and critical information literacy skills necessary to find, interpret, critically evaluate and apply information and generate new knowledge in inter-disciplinary, bi-cultural, and global contexts.</p>	<ul style="list-style-type: none"> a. Are designed, developed and delivered in authentic partnerships with Māori. b. Uphold provisions of Te Tiriti o Waitangi. c. Scaffold discipline knowledge and skills and academic literacies within and across the disciplines. d. Develop the skills required to engage with the theories, practices and big ideas of the discipline or field of study. e. Value and incorporate Māori, Pacific and other Indigenous identities and knowledge systems. f. Comply with professional accreditation standards and our duty of care. g. Facilitate transitions into, through and beyond the qualification. h. Ensure clear pathways and progression of knowledge and competencies. i. Foster the ethical standards of their discipline. j. Challenge scholarship that entrenches Eurocentric approaches.
<p><i>Creativity and innovation</i> The application of creative and critical thinking and decision-making skills to achieve shared goals, and leadership and teamwork skills necessary for effective collaboration and innovation.</p>	<ul style="list-style-type: none"> a. Teach how to conduct and use research, and critical and creative thinking to solve local and global challenges. b. Cultivate respect for diversity. c. Support the intentional development of skills that facilitate effective leadership and teamwork, and consistent with the principles of whanaungatanga, manaakitanga and kotahitanga.
<p><i>Resilience and adaptability</i> Resilience, flexibility and adaptability to recognise that learning is a process, and that growth comes from preparation, hard work and overcoming setbacks.</p>	<ul style="list-style-type: none"> a. Scaffold the development of academic, personal, and life skills. b. Support the development of initiative, career-readiness, and comfort with uncertainty. c. Promote opportunities for whānau and community engagement and intergenerational learning. d. Provide opportunities for Work Integrated Learning that align to workplace risk management principles and requirements. e. Acknowledge the effects of socio-economic and physical environments may have on students' personal lives and education. f. Provide opportunities for all students to feel that their contributions and perspectives are valued and

	respected.
<p><i>Cultural awareness</i> Acknowledgement of diverse forms and traditions of knowledge and understanding the associated responsibilities in their respective disciplines in order to engage with diverse communities safely and with integrity.</p>	<ol style="list-style-type: none"> a. Apply inclusive, strengths-based and decolonising approaches which build learning on the foundations of students' identities and cultures. b. Reduce barriers to engagement such as those which may occur in digital content, learning and teaching activities and assessments. c. Support the development of skills required by students to uphold standards of ethical behaviour. d. Promote academic integrity and ethical standards and behaviours.
<p><i>Māori knowledge and understanding</i> Respect for the place of Māori knowledge, culture and values in their fields of study and society.</p>	<ol style="list-style-type: none"> a. Offer opportunities to engage meaningfully with whānau, hapū, iwi and /or hāpori, b. Respect the place of Māori knowledge, culture, practices and values c. Raise awareness of Māori and Indigenous entrepreneurialism. d. Support students to identify ways in which norms and biases may affect interactions with Māori.
<p><i>Social responsibility</i> Proactive engagement with local communities, iwi and hapū to contribute to the development of solutions to local and national challenges using evidence-based, approaches and constructive action for the common good.</p>	<ol style="list-style-type: none"> a. Provide opportunities for students to participate in their local civic, workplace and community contexts. b. Uphold approaches based on partnership and co-agency. c. Promote the appropriate use of te reo Māori and critical awareness of tikanga Māori in community engagement. d. Advance positive outcomes for Māori. e. Support self-knowledge and critical reflection.
<p><i>Communication and collaboration</i> Verbal, written, digital and interpersonal skills to communicate effectively within diverse situations and in both bi-cultural and globalised contexts.</p>	<ol style="list-style-type: none"> a. Support both English and te reo Māori. b. Facilitate the development of effective written, oral and non-verbal communication skills in a range of media and to a range of audiences. c. Scaffold the skills required to use technologies to communicate, evaluate, and navigate the world effectively.
<p><i>Global engagement</i> Application of knowledge and skills to the development of solutions for global challenges to social, cultural, indigenous, economic and environmental sustainability.</p>	<ol style="list-style-type: none"> a. Promote critical awareness of Māori and Indigenous priorities. b. Support approaches, practices and research that are culturally, socially, environmentally and economically sustainable and which align with the United Nations Sustainable Development Goals.

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